The beginning (preservice) general education teacher will demonstrate knowledge of and/or competency in the following **Common Core and Cross-Categorical Education** areas of study:

1. Philosophical, Historical, and Legal Foundations of Special Education **Common Core:** (1997 SSC: 1.1-5; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 1.1-6; 2002 CEC: GC1K1-9; CR: II A; Praxis 0353: I-C, II-A, II-C; 0542: I-A)	**COMMON CORE (CC)** CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
2. Development and Characteristics of Learners **Common Core:** (1997 SSC: 2.1-4; 2002 CEC: CC1K1-10, CC1S1; CR: II A; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 2.1-5; 2002 CEC: (1997 SSC: 2.1-5; 2002 CEC: GC2K1, GC4K4, GC4S8; CR: II A,B; Praxis 0353: I-C, II-A, II-C; 0542: *none*)	**COMMON CORE (CC)** CC5 [CC2K4] family systems and the role of families in supporting development. **CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT3 [2.5] effects of poverty in contributing to the development and/or sustaining of mild/moderate disabilities. CAT4 [2.4] effect of one or more disabilities on an individual's learning.
4 .Instructional Strategies **Common Core:** (1997 SSC: 4.1-4; 2002 CEC: CC4S1-6; CR: III A-C; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 4.1-7, 5.4, 5.5; 2002 CEC: GC4K1-7, GC4S1-16; CR: III A-C; Praxis 0353: I-C, II-A, II-C; 0542: II-A,C,D)	**COMMON CORE (CC)** CC2 [CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs. CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student. CC5 [CC4S5] procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. **CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT2 [GC4K3] advantages and limitations of instructional strategies and practices for teaching individuals with mild/moderate disabilities. CAT6 [GC4S1; 4.1, 4.3] effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with mild/moderate disabilities.

	CAT8 [GC4S2] identifying and using accommodations, problem-solving, and other research-based methods of modifying the general education curriculum to increase access and success of students with mild/moderate disabilities. CAT10 [GC4S9] nonaversive techniques to control targeted behavior and maintain attention of individuals with mild/moderate disabilities. CAT12 [GC4S12] using responses and errors to guide instructional decisions and to provide feedback to learners.
5. Learning Environments and Social Interactions **Common Core:** (1997 SSC: 5.1-7, 6.1-5; 2002 CEC: CC5K1-10, CC5S1-16; CR: III B,C; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 5.1-8, 6.1-5; 2002 CEC: GC5K3, GC5S1-6; CR: III B,C; Praxis 0353: I-C, II-A, II-C; 0542: III-A-C)	**COMMON CORE (CC)** CC5 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage. CC7 [5.2] universal precautions to maintain healthy and safe environments. CC9 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence. CC15 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages). **CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT1 [GC5K3] methods for ensuring individual academic success in one-to-one, small-group, and large-group settings. CAT5 [GC5S6; 5.1] effective classroom management theories (including managing time, schedules, reinforcements, and other associated variables), models, and techniques for individuals with mild/moderate disabilities incorporating research-supported practices
7. Instructional Planning **Common Core:** (1997 SSC: 4.1-5, 5.4; 2002 CEC: CC7K1-5, CC7S1-14, [CC8S8]; CR: III A-C; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 4.1-7; 2002 CEC: GC7K1-2, GC7S1-3,6, 8; CR: III A-C; Praxis 0353: I-C, II-A, II-C; 0542: II-A,C,D)	**COMMON CORE (CC)** CC7 [CC8S8] making changes in instruction in response to assessment data. **CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT1 [GC7K1] integrating academic instruction and behavior management for individuals and groups with mild/moderate disabilities. CAT3 [GC7S1] planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. CAT4 [GC7S2] selecting and using specialized instructional strategies appropriate to the abilities and needs of the individual.
8. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)	**COMMON CORE (CC)** CC2 [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process.

Common Core: (1997 SSC: 3.1-8; 2002 CEC: CC8K1-5, CC8S1-10; CR: III A,C; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 3.1-8, 6.2, 6.5; 2002 CEC: GC8K1,3 GC8K3 GC8S1-3,5; CR: III A,C; Praxis 0353: I-C, II-A, II-C; 0542: I-A-C)	**CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT5 [GC8S5] monitoring behavior changes across subjects and activities.
10. Collaborative Partnerships **Common Core:** (1997 SSC: 7.1, 7.3-9; 2002 CEC: CC10K1-4, CC10S1-11; CR: III A,B; Praxis: *see designated test on category-specific competencies docs*) **Cross-CAT:** (1997 SSC: 7.1, 7.3-11; 2002 CEC: GC10K1-4, GC10S1-4; CR: III A,B; Praxis 0353: I-C, II-A, II-C; 0542: II-C, III-B)	**COMMON CORE (CC)** CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families. CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings. **CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT4 [GC10K4; 7.10, 7.11] co-planning and co-teaching methods to strengthen content acquisition of individuals with mild/moderate disabilities.
11. Central Concepts, Tools of Inquiry, Structures of the Disciplines **Common Core:** (1997 SSC: 4.2; INTASC SPED Principle 1; 2002 CEC: CC7S1, CC7S6-7; CR: *none*) **Cross-CAT:** (1997 SSC: *none*; INTASC SPED Principle 1; 2002 CEC: GC4K6, GC4S1-5,10,13-16; CR: *none*; Praxis 0353: ; 0542: I-C)	**CROSS-CATEGORICAL COMPETENCIES (CAT)** CAT2 [GC4S4, GC4S14, GC4S16, GC4S15] research-based reading methods and strategies appropriate to individuals with mild/moderate disabilities, with emphasis on systematic instruction in reading, fluency, comprehension, and monitoring strategies; accuracy, fluency, and comprehension in content area reading and written language; and in organizing and composing written products. CAT3 [GC6S1, GC6S2, GC6S4, GC6S3] research-based methods and strategies for teaching individuals with mild/moderate disabilities to check for spelling accuracy and generalization, for producing legible documents, and for enhancing vocabulary. **ONLY FOR MATHEMATHICS AREA OF EMPHASIS:** CAT4 [GC4K6, GC4S5] appropriate research-based instructional strategies for increasing accuracy and proficiency in math calculations and applications.